

Curriculum Policy

Leehurst Swan School



Approved by:	 Headmaster  Chair of Governors	Date: 14/05/2021
Last reviewed on:	14/05/2021	
Next review due by:	14/05/2022	

This policy applies to the whole school including EYFS and is available on the school website for parents to access.

Introduction

The Leehurst Swan education is designed to celebrate the individual - everything we do is to create a community of learners in small classes who are supported in pursuit of individual passions and talents and well equipped to meet the challenges of the present and the future.

Our Mission is “To encourage every pupil to find their voice”

The Leehurst Swan education is one based on Christian values, high academic standards, breadth of curriculum and exceptional pastoral care. It is designed to celebrate the individual and foster the unique interests and talents of each pupil from Reception to (I)GCSE.

Overview

The pattern of the school day follows that of a traditional day school and there are no lessons on a Saturday. The curriculum in each subject is designed to offer continuity and progression of learning, appropriate for the ages and aptitudes of pupils, including those pupils with an Individual Learning plan. The curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Leehurst Swan is committed to lifelong learning and strives to make learning a rewarding and enjoyable experience for everyone; it should be fun. Challenge is an important element of that enjoyment. Pupils are more likely to learn when they are motivated, feel valued and see the relevance of what is being taught. We believe that all pupils want to and are able to learn. The development of a pupil's ability to be self-aware and emotionally literate, both as an individual and more specifically as a learner, is a vital part of the education we provide.

The curriculum includes all the planned activities that we organise in order to promote, learning and personal growth and development. It includes not only academic studies, but also the range of extra-curricular activities the school provides to enrich the experience of the pupils. It also includes the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge, attributes and skills, so that they achieve their true potential. As pupils progress through the school, there are increasing opportunities for them to follow their own interests, for example the Year 9 Independent Research Project. The school's curriculum goes far beyond that which is offered in the classroom. The school has a wide range of extra-curricular activities which support skills learned in the classroom or help develop wider interests. These include the Duke of Edinburgh's Award scheme and a wide range of educational trips.

We recognise that education is a partnership between home and school and work closely with parents to encourage them to be fully involved with us in their children's education.

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We value the importance of creating an environment in which pupils feel safe, comfortable and secure; if this is in place they will thrive and love school with all its challenges. We recognise that learning will take place in and beyond the classroom. Through our teaching we equip pupils with the skills, knowledge and understanding, necessary to be able to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help pupils to lead happy and rewarding lives.

Aims and Objectives

The aims of our school curriculum are:

- to enable all pupils to learn and develop their skills to the best of their ability, including those with a variety of different special educational needs;
- to promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach pupils the basic skills of literacy, numeracy and computing;
- to enable pupils to be creative and to develop their own thinking;
- to teach pupils about their developing world, including how their environment and society have changed over time;
- to help pupils understand Britain's cultural heritage and the intrinsic values associated with being British;
- to enable pupils to be positive citizens in British society;
- to encourage a global outlook and encourage links between the school and the wider community;
- to fulfil all the requirements of the National Curriculum, and prepare pupils for 11+ tests and (I)GCSEs as appropriate;
- to teach pupils to have an awareness of their own spiritual development, and to understand right from wrong;
- to help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- to provide careers advice for older pupils so they make informed choices of (I)GCSE subjects and their next destination post 16.

EFFECTIVE LEARNING:

- Pupils learn in different ways; teachers are aware of the processes by which pupils learn, the need for differentiation, independent learning and critical thinking. Every effort is made to teach learners in the way they learn most effectively. Internal and external INSET is designed to support this.
- All staff use the guidance provided in the Provision Map. Liaison with Learning Support is effective in improving outcomes for all pupils.
- Creative and innovative approaches to learning are encouraged and supported through internal and external INSET.
- Pupils learn most effectively when they are actively involved with their learning. Lessons are structured to ensure variety, pace and engagement of all pupils.
- Pupils are more technologically literate than ever before and the use of the whole range of e-learning technologies is an important element of education.

EFFECTIVE TEACHING:

- Inspires and enthuses pupils.
- Explains what pupils will learn, why and how. Learning objectives are shared. Success criteria are clearly communicated.
- Enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills;
- Fosters self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- Demonstrates good knowledge and understanding of the subject matter being taught;
- Promotes fundamental British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith; the protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010 and does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.
- Effectively utilises classroom resources of a good quality, quantity and range;
- Uses a variety of questioning techniques and give the pupils time for Deep Thinking.
- Gives pupils regular feedback: positive, specific, constructive.
- Pupils know how they are doing and how to improve in order to achieve their potential and achieve higher standards.
- Provides opportunities for pupils to check their progress against success criteria.
- Opportunities are created for self and peer assessment.
- Promotes confidence that every pupil can improve. High aspirations are shared by all staff and all pupils. Pupils are inspired to succeed and aim high.
- All staff should have a repertoire of teaching techniques and use a variety within their lessons, from exposition to explanation, practical activities and investigations, discussion and problem solving; individual, group and whole class teaching, and e-learning.
- In all lessons there are high expectations and appropriate challenges for pupils of different abilities. Pupils are seated and grouped according to how they will learn best in a particular subject.
- Rewards and Sanctions are applied as outlined in the Behaviour Policy.

Organisation and Planning

At key stage 1 and 2, lessons are taught as nine 35-minute lessons per day. At key stage 3 and 4, lessons are taught as ten 35-minute lessons per day. The timetable is organised on a weekly rotation. The school follows a three-year Key Stage 3 curriculum and a two-year Key Stage 4. Some departments may introduce GCSE knowledge and skills during Year 9 to prepare students explicitly for the increased demands of GCSE.

Curriculum overviews are available on the parent area of the school website.

<https://www.leehurstswan.org.uk/curriculum-statements?m=7>

<https://www.leehurstswan.org.uk/our-curriculum>

There are detailed schemes of work for every subject, in all departments, in all key stages. The schemes of work show continuity and progression of learning and are reviewed on an annual basis. All lessons are part of a departmental scheme of work. These are available on the shared staff drive.

Short-term plans are written on a weekly or daily basis. We use these to set out the

learning objectives for each lesson to identify what resources and activities are going to be used in the lesson and outline strategies for differentiation.

Resources

A range of resources, appropriate to the pupils' age and needs, are used. IT rooms, reference materials and the library are all available to support learning. Independent learning is encouraged to further learning.

The use of e-learning opportunities is an integral part of engaging pupils and helping them learn in the ways most appropriate to them.

Staff create and maintain stimulating learning environments. Classrooms are well organised and the displays in the classroom are there to support and celebrate learning.

Setting

At Leehurst Swan we endeavour to provide the appropriate scaffolds, so all pupils can reach their own academic potential. In the classroom teachers differentiate via activities set, questions asked and support given, to ensure that pupils receive the appropriate level of challenge. When the year group sizes permit, pupils are set by ability in mathematics, English and science. In Years 7 – 9 in mathematics and English and Years 10 – 11 in mathematics, English and science.

PREP CURRICULUM

The curriculum is designed to offer continuity and progression in learning from the EYFS (Early Years Foundation Stage) to the end of Key Stage 2 and beyond. In EYFS we follow the EYFS Statutory framework.

https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

In Key Stage 1 and Key Stage 2 while due consideration is given to DfE curriculum recommendations we ensure that our curriculum is planned to suit the particular age and aptitudes of pupils. We also strive to take account of pupils' interests and our setting within Salisbury when planning schemes of work.

<https://www.leehurstswan.org.uk/our-curriculum>

Allocated Teaching Time

Curriculum time is allocated in the school timetable and complies with DfE guidance, with an increasing focus on specialist subject teaching as children progress up the school. Each lesson is 35 minutes long and although the timetable stipulates the minimum time spent on each subject; in reality, cross-curricular teaching often means that certain subjects are given more time than this, for example, by using computing skills in lessons outside of allocated IT or computer science lessons. PSHE, SMSC and Fundamental British Values are also examples of this as they are interwoven into many aspects of the school day. Detail of content and teaching in each subject is covered in more depth in separate subject handbooks.

Allocations for 2021-2022

	R/1	2/3	4	5	6
English	8	8	8	8	8
Maths	8	8	8	8	8
Science	2	3	3	3	3
IT	1	2	2	2	2
Languages	1 French	1 French	1 French	1 French 1 German 1 Spanish	1 French 1 German 1 Spanish
History	3	2	2	2	2
Geography		2	2	2	2
RS	1	1	1	1	1
Art and DT	3	3	3	3	3
Drama	1	1	1	2	2
Music	2	2	2	1	1
PE	2 PE 2 Swimming	2 PE 2 Swimming	2 PE 2 Swimming	2 Half termly rotation between PE and swimming	2 Half termly rotation between PE and swimming
Games	3	3	3	3	3
PSHE	1	1	1	1	1
Forest School	3	4 Half termly rotation with Art and PE	4 Half termly rotation with Art and PE	0	0
Assembly and form time	4	4	4	4	4

Senior School curriculum

All pupils at Key Stage 3 follow a curriculum of English, mathematics, biology, chemistry, physics, modern foreign languages (three languages in Year 7 (French, Spanish, German), two languages in Year 8 and Year 9, or one language and core booster), history, geography, religious studies, art, design technology, IT, games and PSHE. Pupils acquire skills in speaking and listening, literacy and numeracy through the whole curriculum, but especially in English, mathematics, humanities and modern foreign languages.

Pupils in Year 7 study French, Spanish and German as their modern foreign languages, and then study a choice of two languages or one language and core booster support in Year 8 and Year 9.

Pupils in Year 9 have dedicated curriculum time allocated to work towards the DofE Bronze Award. It is the expectation that most pupils will progress onto the DofE Silver Award in year 10. All Year 9 pupils also undertake an independent research project, awarded Bronze, Silver or Gold with a 'Best in Show' trophy presented at prize giving.

'Finding Your Voice' GCSE Options pathways

Our, 'Finding Your Voice', curriculum offers a fresh GCSE options pathway tailored to individual strengths and interests. At Leehurst Swan we have maximised choice; all subjects are optional other than the compulsory core subjects of English and mathematics. Pupils choose seven optional subjects from a choice of seventeen.

We believe that education is not about forcing pupils to fit a pre-determined mould; uniqueness matters. As a school, we encourage all pupils to find their voice, to explore and develop their passions and potential, preparing them to be adaptable to an ever-changing world. We are determined that pupils should choose subjects that inspire them—subjects in which they are emotionally invested. Our bespoke approach empowers pupils to be fully involved in their education increasing their chances of success and enabling them to realise their potential and fulfil their dreams.

We see success not just as achievement in examinations, but on the sports field, on the stage or in something outside of school altogether. Our individualised approach to teaching and learning ensures that every child is encouraged to 'find their voice', in whatever way that might be. Specific learning requirements, whether being stretched or a little extra support, are addressed either by subject specialists or through our learning support department, or a combination of both.

Core Subjects

For the core curriculum, pupils will study full course GCSEs in English language, English literature and mathematics only. All pupils also participate in games (sport) and personal, social, health and citizenship education (PSHE). Careers advice is covered in dedicated periods throughout the year.

Optional Subjects

We do things differently at Leehurst Swan. We ask our pupils what combinations of options they want, and then so far as we can, we build the option choices around these combinations. This means pupil preference drives what we offer; this is a huge advantage for the pupil and half the battle won in terms of interest. Pupils choose a further seven full GCSE subjects from: biology, chemistry, physics, French, German, Spanish, geography,

history, business studies, religious studies, art, photography, drama, design and technology, music, physical education and computer science.

<https://www.leehurstswan.org.uk/the-gcse-years-leehurst-swan>

Core Booster

Whilst ten GCSEs is a reasonable aspiration for most pupils at Leehurst Swan, some pupils may choose to opt for fewer GCSE courses and benefit from additional specialist support in their core subjects through timetabled booster provision.

KS3 curriculum time - 35-minute lessons per week

Subject	Year 7	Year 8	Year 9
English	6	6	6
Mathematics	6	6	6
Biology	2	2	2
Chemistry	2	2	2
Physics	2	2	2
Spanish	2	3 French/German or Spanish + 3 French/German or Spanish or 3 French/German or Spanish + 3 core booster	2 French/German or Spanish + 2 French/German or Spanish or 2 French/German or Spanish + 2 core booster
French	2		
German	2		
Geography	2	2	2
History	2	2	2
RS	2	2	2
DT	2	2	2
IT	2	2	2
Art	2	2	2
Music	2	2	2
Drama	2	2	2
PE	2	2	2
Games	4	4	4
PSHE	1	1	1
DofE	0	0	2
Form time	2	2	2

KS4 curriculum time - 35 minutes per week

Subject	Year 10	Year 11
English	7	7
Mathematics	6	6
Optional subjects	4	4
PSHE	1	1
Games	4	4
Form time	1	1

PE/Games

Each year group in the senior school has a games afternoon, paired with the year above &/or below in order to provide as wide a variety of activities as possible and to be able to conduct team practices and play matches against other schools, causing minimum disruption to the timetable.

Personalised Learning

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so only after the parents of the child have been consulted. Differentiation of learning experience ensures that there is access and opportunity for all pupils to learn and to make progress. Attention is given at all levels to pupils reflecting upon the process of learning, through study skills tutorials and individual help and support.

In addition to differentiated work to support the less able and extend the more able, other initiatives are also in place to ensure that the able, gifted and talented are challenged and extended e.g. opportunities to learn chess, Salisbury City Challenge, UKMT Intermediate Mathematical Challenges and participation in local, regional and national competitions. If a child has a learning difficulty of any kind, including EAL or a specific learning difficulty such as dyslexia, our school does all it can to meet their individual needs. If a child displays signs of having learning difficulties, their teacher makes an assessment of this need and then informs the Head of Learning Support. In many instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we involve our Head of Learning Support further who then contacts and speaks to parents about providing further assistance outside the classroom. Where necessary we advise parents to obtain a formal Educational Psychologist's report and a decision is made regarding whether or not an EHCP should be applied for.

The school provides a learning pathway for each of the pupils on the Provision Map. This sets out the nature of the difficulty and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. The provision map is updated on a termly basis.

If the special needs of a pupil are extensive, we will hold a discussion with parents as to whether the school is the best place to provide for the pupil's needs. If after that discussion the decision is to keep the pupil at the school, the school and parents will jointly look into applying for an EHCP to provide subsidised support for the individual.

Careers

Advice and information is available to help pupils consider their option pathways and their future beyond Leehurst Swan. The school careers library is open at all times for pupils to browse and begin researching areas of interest, and the careers coordinator is available for individual discussions, if desired. Senior pupils are introduced to Kudos, completing career-matching questionnaires based on individual interests, skills and aspirations. In Year 9, the focus is on where different subjects can lead to in the future. Careers lessons are followed up by an optional careers/GCSE options guidance interview with most pupils taking this opportunity.

In Year 11, the focus is on sixth form applications, with the majority of pupils being offered places at their first-choice destination. Pupils and parents are encouraged to seek advice from the careers coordinator, tutors and teachers to make fully informed decisions. Virtual work experience and internship opportunities are shared with Year 10 and 11 pupils. Face-to-face work experience is arranged at the end of Year 11 after the (I)GCSE examinations (COVID restrictions permitting).

PSHE is taught throughout the school. The course is designed to and to provide opportunities to ensure there is effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. Pupils have the opportunity to reflect on their own experience and development, whilst at the same time showing understanding of others. PSHE is also developed through other curriculum areas, through the pastoral system, and through the school's overall ethos. At Key Stage 3&4 all pupils have a single period of PSHE per week.

Relationships and Sex Education (RSE)

Young people need high-quality relationships and sex education, so they can make wise and informed choices and understand their rights and choices as individuals with diverse moral, cultural and religious views. Young people and parents want an education that reflects the realities of growing up in modern society and equips them to enjoy safe and respectful relationships.

It is lifelong learning about physical, moral and emotional development. It aims to give students essential skills for building positive, enjoyable, respectful and non-exploitative relationships and to stay safe on and offline. It enables exploration of attitudes and values and helps build self-esteem and confidence to view themselves and their sexuality and gender positively.

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is the Head of PSHE in consultation with the Assistant Head (Pastoral). RSE issues will be discussed in a safe environment where trust, co-operation and support between the pupils and staff minimises embarrassment and is fully inclusive. All teaching staff receive annual child protection training and are aware of how to treat a disclosure by a student.

Current statutory guidance states that from September 2021 all schools must deliver relationships and sex education in secondary schools. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

In the RSE programme we also fulfil the legal obligation to provide information about Sexually Transmitted Infections (STIs) and HIV/ AIDS, FGM, abortion, assisted contraception, exploitation, LGBT+ equality matters, family life and forced marriages. Facts are presented in an objective and balanced impartial manner. Pupils will be made aware of the difference between fact, opinion, religious and cultural beliefs and the importance of tolerance living in modern society. Given the concerns about child sex abuse and exploitation and the risks associated with growing up in the digital world, the curriculum is designed to meet the needs of all of its learners, equipping them with the knowledge and confidence to make the right choices and stay safe.

Pupils are helped to recognise pressure from others, to be able to discuss relationships and recognise and express emotions, develop skills in challenging prejudice and valuing

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diversity. They are made aware of the help and advice available from sexual health and community services as well as other adults such as parents and carers.

The long-term goal is to promote positive aspects of relationships, both emotional and physical and self-respect. The objectives of the RSE curriculum are to:

- Increase tolerance, respect and mutual understanding
- Enhance knowledge of risks and counteracting myths
- Improve effective contraceptive use by teenagers who are already sexually active
- Provide effective skills to those who wish to resist unwelcome pressure
- Ensure that students know how to keep themselves safe
- Understand and value themselves as unique individuals

Throughout all the key stages pupils are encouraged to develop the range of personal and social skills needed for relationships with family and friends which are age appropriate. Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE up to and until three terms before the child turns 16. If a parent wishes to do this, they should make a request in writing to the Headmaster.

British Values and Preparation for Life in British Society

Wherever possible, the curriculum at Leehurst Swan aims to teach the Fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty.

Beyond timetabled lessons, pupils are given many opportunities to develop the appropriate skills and attitudes needed to make a valuable contribution to society, both now and in the future. Such opportunities include (but are not limited to):

- Trips to Houses of Parliament, Windsor Castle, the Battlefields, Berlin and places of religious worship;
- School council as an introduction to voting, democracy and government;
- Prefect roles in Year 6 and Year 11, House Captains in Year 2, 6 and 11 to provide them with areas of responsibility and develop their understanding of the rule of law;
- Visits from the local police, fire and ambulance service and a range of guest speakers including the local MP.

Homework

Homework is an essential part of the curriculum. Homework is work that is set to be completed outside the timetabled curriculum. It contains an element of independent study and is an important part in raising pupil achievement. When appropriate homework is set, it enhances learning, improves achievement and develops study skills. Effective homework requires careful planning and integration into each subject's programme of study.

The amount of homework set depends on the academic year group. The amount of homework is based on recognition of the fact that pupils need to be given time to participate in a wide range of extra-curricular activities and need to have 'down' time at home with their families.

Homework for Reception, Years 1 and 2 is set appropriately, with the expectation that pupils read to an adult every day and practise phonics, spellings and key number facts.

For Years 3-6, pupils are expected to complete up to 30 minutes of homework per evening, which includes daily spelling, reading and times tables practise, alongside an extended piece of English or maths homework. Homework is set in class and is also made available on MS Teams.

Homework is set on MS Teams for Years 7-11 and can be submitted and marked electronically. Subject homework allocations are as follows:

Year 7&8

Maths/English	2 x 15minutes per week
Physics, Chemistry and Biology	1 x 15 minutes per week
French/German/Spanish	1 x 10 minutes per week
History/Geography/RS	1 x 30 minutes every 2 weeks
Drama/Art/IT/DT/Music	1 x 30 minutes every 2 weeks

Year 9

Maths/English	1 x 20-30minutes per week
Physics/Biology/ Chemistry	1 x 15 minutes per week
French/ Spanish	2 x 15 minutes per week
History/ Geography	1 x 40-60 minutes every 2 weeks
RS/Drama/ Art/IT/DT/Music	1 x 30 minutes every 2 weeks
DofE	Volunteering, Skill, Physical (1 hour a week for 3 months each)

Year 10 and 11 do not have a published homework timetables as their timetables are bespoke according to their option choices. Allocations for Year 10 and 11 are as follows:

Maths	1 x 40-60 minutes per week
English	2 x 20-30 minutes per week
Optional subjects:	1 x 40-60 minutes per week or 2 x 20 minutes per week

Transition

When pupils are about to move between the key stages and also between year groups, members of staff meet regularly to discuss the abilities of the individual child and share assessment information to ensure continuity, progression and a smooth transition. When moving from the Prep School to the Senior School entrance papers are sat in verbal and non-verbal reasoning. Those applying for scholarships sit additional papers. Assessment data and information on social skills and situations are also used to inform teaching at the next stage.

Assessment (See Assessment & Reporting Policy and Marking Policy)

Assessment is an integral part of learning and teaching. Assessment of learning is both formative and summative and involves the marking of work, core assessments, tests, and exams. Assessment to ensure progression in learning is ongoing, with targets for improvement written in exercise books. Feedback is effective and informs teacher's planning. The school does not take part in government tests (SATs), though pupils take BASE in reception, INCAS in Year 1, 3, 5 & 6, NFER in Years 1-5, MidYIS in Year 7 and Yellis in Year 10.

The role of the Head of Department

The role of the Head of Department is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- ensure all SOW are reviewed, updated, placed on the staff drive and monitored;
- monitor pupil progress in that subject area;
- prepare pupils for internal and external exams, coursework and NEAs;
- set entrance exams, internal exams and half termly core assessments as required;
- monitor quality of feedback and marking in the department;
- oversee the input of tracking data for the subject;
- provide efficient resource management for the subject;
- write and regularly update the departmental handbook;
- hold regular departmental meetings;
- provide opportunities for observation of lessons between members of the department.

It is the role of each Head of Department to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each Head of Department reviews the curriculum plans for his/her subject, ensures that there is full coverage of the National Curriculum, the 11+ and (I)GCSE syllabuses, as chosen by him or herself, and that progression is planned into schemes of work. The Head of Department also keeps a departmental handbook and evidence portfolio in which all departmental documentation is kept alongside examples of pupils' work, which show expectations of attainment and pupil progress.

Monitoring and Review

The Governing Body is responsible for monitoring the way the school's curriculum is implemented. The Education and Welfare Committee liaises with the Headmaster and Senior Leadership Team to set the statement of aims and values of the school, and to review the success of the school in delivering those aims.

The Director of Studies and Head of Prep are responsible for the day- to-day organisation of the curriculum. They collect the planning documents of each department and checks that all classes are taught the full requirements of the relevant curriculum for their age. They also ensure that Heads of Department keep other departmental documentation up to date. They report any problems or difficulties in this area to the Headmaster who has the ultimate responsibility for the curriculum.

Heads of Department monitor the way their subject is taught throughout the school. They evaluate long-term and medium-term planning and ensure that appropriate teaching strategies are used. Heads of Departments also have responsibility for monitoring the way in which resources are stored and managed.

This policy is subject to annual review according to a timetabled programme.

APPENDIX: REMOTE EDUCATION

Current government guidance places an expectation on schools to have a strong contingency plan in place for remote education provision to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of students are required to remain at home.

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For individuals or groups of self-isolating pupils, remote education plans are in place. Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the government expect schools to have the capacity to offer immediate remote education.

On 1 October 2020, the Secretary of State published a new Temporary Continuity Direction, legally requiring schools to provide immediate remote learning for individual pupils and groups of pupils who are unable to attend school due to Covid-19, in effect from 22 October 2020. The Direction does not specify that remote learning has to include live virtual lessons, or any other specific remote pedagogies. However, it does require schools to be ready to deliver their full school timetable remotely where there is disruption, and immediately when a pupil or group of pupils cannot attend school.

Use of MS Teams

Teams training is available to all staff and is regularly up-dated by the Head of Computer Science: https://leehurstswanschool-my.sharepoint.com/:f/g/personal/j_fleming_leehurstswan_org_uk/Ej4r9hNmnFdIqiiJ5h7utaEBI0O3_RK1AIH46bSLHx1HMw?e=8mtknF

Password: Leehurst1

For safeguarding and monitoring purposes teachers should add the Director of Studies &/or Head of Prep to subject Teams as a teacher and add the Assistant Head &/or Head of Prep to pastoral Teams as a teacher.

When setting work teaching staff are expected to:

- Upload assignments to Teams setting realistic deadlines which allow for flexibility.
- Try to reduce the requirement for pupils to print. Check the quality and user-friendliness of worksheets issued.
- Continue to liaise with Head of Learning Support regarding differentiation of work for those on the provision map. Remind those children who are on the Provision Map and have access arrangements of the Immersive Reader function.
- Make expectations for each lesson clear - what is a priority for children to try and complete and what is extension work and therefore non-essential. In Prep use the What, Why, How template.
- Remind pupils to keep up with the work as best they can whilst reassuring that we are flexible and not everybody is going to be able to complete all the work set. Pupils should not be expected to do anything over and above what they can complete in lesson time.
- Homework should not be set.
- Follow as closely as possible the curriculum statements published on the school website <https://www.leehurstswan.org.uk/curriculum-statements?m=7>
- Consider content of the work set and the potential impact on mental health.

Providing support during lessons

- Teachers provide video support in lessons from Year 3 upwards. This should be recorded from the outset to include informal chat at the start of a lesson. Pupil webcams should be switched off unless invited to turn video on. It should be made clear to pupils when teachers will be starting and finishing live learning and give adequate warning.

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- Teachers may also pre-record and upload audio or video clips.
- Teachers use MS Teams to give regular and timely feedback on submitted work using the * and T approach as set out in the Marking policy.
- Opportunities for review of feedback should be built in to enable pupils to reflect, consolidate and progress.
- Merits may be awarded by sending praise symbols to pupils.

Supporting pupils without suitable online access

We recognise that not all pupils will have access to suitable IT hardware or sufficiently robust broadband services to support remote teaching and learning.

Where possible we will ensure that pupils without access to technology are provided by a personal laptop to be used during a period of self-isolation or lockdown.

Individual student absence due to self-isolation

Where pupils are following the government advice to self-isolate, are unwell and have COVID-19 symptoms it is our legal duty to provide work.

We will inform teachers daily of any individuals needing to self-isolate or told to stay at home by a public health advice.

We expect:

- pupils to work independently from home where they are well enough to do so;
- pupils to make every effort to catch up any work missed as a result of self-isolation;
- teachers to ensure that work is set on MS Teams

Class absence due to self-isolation

The school may need to ask a group of pupils, potentially a whole class or year group, to self-isolate should the advice from the Public Health England be to do so. This would happen only following a risk assessment and follow up from the local Health Protection Team. In this instance the school would be expected to have contingency plans for remote education support.

When teaching pupils remotely we would expect teachers to:

- set MS Teams assignments so that pupils have meaningful and ambitious work each day in their subject
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by the teacher in the school.
- feedback on work regularly via MS Teams
- adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

The programme of delivery of this remote learning will be organised as follows:

- pupils will follow their normal timetable
- assignments will be set on MS Teams
- teachers will keep monitor attendance and pass on concerns as appropriate

Teacher absence due to self-isolation

There will be occasions where teachers have to self-isolate, either because they have been in contact with someone who has COVID-19 symptoms or because they themselves have symptoms. Clearly, if a teacher is unwell and not able to work from home there is no requirement for them to set cover work for their class – in this instance it will be the Head of Department that is responsible for setting the work.

If a teacher is self-isolating but is asymptomatic, we would expect that the teacher is able to teach remotely unless their home context is such that this is impossible. We would expect teachers to provide cover work for their classes, where possible utilising technology to ensure that the lesson is engaging and provides access to input from subject expertise.